

A CALL TO GREATNESS

Helena, Montana

October 2 and 3, 2006

Great Northern Hotel

Final Report

December 2006

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AGENDA SUMMARY

"A Call to Greatness" was the theme of a conference called by the Office of Public Instruction (OPI) on October 2-3, 2006, in Helena, Montana. Thirty-three schools from six of the seven Montana Indian reservations gathered to discuss and to share methods for improving school achievement for Montana's Indian students. OPI identified three goals for the Conference:

- 1) Foster a sense of urgency among key school leadership surrounding their role in student achievement.
- 2) Allow key leadership from all the participant schools to share and communicate information.
- 3) Create a catalyst for schools to return to districts with a commitment for next steps.

The Conference began on the evening of October 2 with a reception and data presentation. Participants were welcomed to the Conference by Superintendent of Public Instruction Linda McCulloch who thanked Ivan Small, Poplar School District Superintendent, for his vision in designing this conference. She also thanked OPI staff for planning the Conference. Superintendent McCulloch then went on to say that the Conference offered an opportunity for schools with high populations of American Indian students to share their problems and concerns and to design solutions and strategies that will help Indian students succeed in school and get a fair chance at success in life.

The keynote speaker for the evening was Chris Lohse, OPI's Director of Policy Research and Federal Liaison, who gave a PowerPoint presentation entitled "Understanding Patterns in American Indian Student Achievement in Western States".

On the morning of October 3, Bud Williams, Deputy Superintendent of Public Instruction; Denise Juneau, OPI's Director of Indian Education; and Ivan Small discussed the purpose for the Conference and reviewed the agenda and goals for the Conference. Nancy Coopersmith, Assistant Superintendent of Public Instruction, and B.J. Granbery, Administrator of the Educational Opportunity and Equity Division at OPI, briefly reviewed "No Child Left Behind" (NCLB) and the process for determining

Adequate Yearly Progress (AYP) under NCLB. Denise Juneau and B.J. Granbery then spoke of OPI's role in improving student achievement and the work of the School Support Teams. Following these presentations, participants broke into three Job Alike Discussion and Planning groups (superintendents, principals, and school board members) to discuss specific topics related to their positions.

After lunch, each group reported out its findings to the entire Conference. Then, based on the student achievement information for their district and on the morning's discussion, individual school district teams met to plan their next steps.

The Conference ended with each school district reporting out its next steps in addressing student achievement and final remarks by Deputy Superintendent Williams and District Superintendent Small.

WELCOME AND OVERVIEW

Bud Williams, Ivan Small, and Denise Juneau greeted Conference participants on the morning of October 3 and offered comments on some necessary ingredients for addressing student achievement in Indian schools. These ingredients include good educational leadership, strong curriculum, good teachers, good fiscal management, district and school teamwork, and high expectations for our students. While the history of Indian education has been harsh, it is time to get beyond blame, shame, and guilt and to look toward the future and envision what an educated Indian should look like. In many ways, NCLB is good because it brings us together today to talk about our schools and what we can do to help our Indian children achieve their best.

Nancy Coopersmith and BJ Granbery gave participants a brief review of the Elementary and Secondary Education Act and its subsequent authorizations, including NCLB. NCLB provides \$125 million to Montana, \$40 million alone for Title I. The accountability provisions of NCLB are found in Title I. They then reviewed the accountability provisions of NCLB.

Denise Juneau and BJ Granbery told participants how OPI can help them by reviewing OPI programs and services related to student achievement. They also spoke briefly of the ILEAD (Indian Leadership Education and Development) project at Montana State University whose purpose is to recruit, educate, certify, and place American Indian educators into administrative positions at schools with high populations of American Indian students. They provided information on the School Support Teams that review a school's learning environment, efficiency, and academic performance in order to analyze a school's strengths and limitations and then make recommendations to improve teaching and learning.

JOB-ALIKE DISCUSSION AND PLANNING

Superintendents, principals, and school board members broke into individual groups to discuss specific issues related to their roles in improving student achievement in their schools. Following their discussions, each group reported back to the entire Conference.

Superintendents

District level leadership: Superintendents emphasized the need for developing and implementing a strategic plan in the school district. The plan must be developed in conjunction with school personnel, school board members, students, and community leaders. School district policies must reflect the strategic plan and must be based on good firm data. Everything a district does must fit into the strategic plan. Once written, the plan must be continually assessed and, if necessary, revised to reflect changes within the district.

The central problem with regard to poor student achievement is the concentrated poverty found on reservations. The answer to poverty is education. School personnel, community leaders, tribal leaders, and tribal colleges must all work together to attack this problem.

Superintendents need to evaluate the effectiveness and leadership of their principals. They also need to increase their rapport with teachers to ensure that the teachers are committed to the district's goals.

The most important thing a superintendent can do is to build better leaders to follow them in the schools.

Working with a school board and implementing policies: It is important to keep a school board focused on student achievement. There should be a report on academic performance at every school board meeting. The board also has to be there for the students, show the students that the board cares about them. A superintendent must keep the board focused by setting high expectations for the members and keeping them educated on the issues. Utilize the board's dedication. Don't underestimate the interest

and commitment of the members. Superintendents suggested that their training be combined with school board training so they both have a better idea of what the other's job duties are. Some superintendents expressed concern about working with board members who do not send their own children to the schools in the district. How do you keep them involved?

The board must be involved in setting policy for the school district. The board must take responsibility and be accountable for the implementation of the policies. However, trustees need to be informed but not involved in the day-to-day operations of schools.

Data management and decision-making: The school environment should be set up to reflect the community. There must be cultural integration and identification with cultural need. If you involve the community and the tribal education departments in some decision-making, you increase support for the school on more levels. Use data to design professional development for school personnel. Use quantitative data in teacher improvement. Take a comprehensive look at the data and use the data to rethink how you do things in your schools.

Communicating with the community and tribal councils: It is important to promote the value of education within the homes of our students. Schools need to connect with the parents in order to validate education.

Superintendents need to work with tribal councils and tribal colleges to involve them in the public school community. Listen to what the tribal council is saying about the schools, both positive and negative. Share school achievement data with the tribal councils. Collaborate with the community on adult education in order to enhance the community of education.

Fiscal responsibilities: Board members need a fiscal report at every meeting. Expenditure decisions must be efficient and effective and must support the strategic plan. Travel expenditures must be justified and responsible. Superintendents have a responsibility for providing training and professional development and should look at ways of providing them in a cost-effective manner. Make sure there is have sufficient reserve funds for future emergencies. Restraint and responsibility are important in fiscal management.

Principals

Educational and instructional leadership: Principals stressed the need for school boards that understand their role in the education system, superintendents that support administrators and teachers, and programs that enhance the recruitment of administrators and teachers. School boards sometimes ignore input from administrators and allow teachers to bypass the administration and go straight to the board with complaints about the school or the administration. School boards need to understand what their role is and how to conduct themselves; they should not micromanage the schools. Principals were encouraged to hear that OPI was planning some specialized training for school board members that serve in districts with high populations of American Indian students. It was suggested that the training be held on the reservations to maximize the number of board members who can attend. In the area of recruitment and retention of administrators and teachers, principals stressed the need for better living conditions for school personnel in small communities. The best way to enhance retention is to hire local teachers or “grow your own” teachers. Mentoring programs for new teachers that are operated by teachers will also help. Principals should spend time every day in their classrooms.

In schools on reservations, we need more people on staff who understand tribal culture. Indian languages should be taught and Indian culture accentuated in the schools. Culturally relevant, hands-on activities should be incorporated into the curriculum. Teachers should be encouraged to take their children on field trips to learn about life on a reservation.

Indian students need to be encouraged to go to college through career development programs, such as Jobs for Montana Graduates, Talent Search, and GEAR UP. American Indian college students should be brought into high school classes to talk about their college experiences.

Day-to-day school operations: Principals had some suggestions for addressing attendance problems, i.e. implement competition between classes by rewarding good attendance, good behavior, etc. Also, help students take ownership of attendance issues and come up with their own solutions. It is a challenge to keep high school

freshmen on track. Implementing a program such as Freshman Academy would help. One of the most important things that a school needs is caring adults.

Principals stressed the need for supplies and the basic necessities in each school. A school cannot function without these things. You cannot have high expectations for your students if you do not have the tools to help them reach their goals.

Supportive supervision and evaluation: If an administrator or a teacher is struggling, there should be a plan for improvement developed and implemented. The plan should include measurable outcomes, continual monitoring, and opportunities for professional development.

Communicating with the community: Schools need to open their doors to the community, so that the community feels welcome in the schools. Schools should use communication tools such as radio to let community members know what is going on in the schools. It was suggested that schools hold family/community days to increase school/community interactions. American Indian Heritage Day should be celebrated all year long. Tribal elders should be invited into the schools, not only for formal presentations but for informal visits as well. Schools should utilize speakers from the community to enhance career awareness and college preparedness among students.

Teachers need tools to work with parents. Parents, especially Indian parents, need help on how to become involved in their children's school. There was considerable discussion about a program implemented in the Hardin School District called "PASS". It is not a parenting class; it helps parents learn how to maneuver within the school system and how to communicate with teachers. It also prepares teachers for working with PASS-trained parents coming into their classrooms. The class is offered free-of-charge to parents and day care is made available. Other districts have created parent lounges in their schools where parents can gather and interact with other parents as well as with school personnel and students. Positive contacts between parents and teachers are very important.

Data management and decision-making: There is no such thing as a model school; each school must invent its own model. Schools should be encouraged to share data on items such as student achievement and attendance. Parent and student

surveys can provide valuable information on what people want in their schools. Health and wellness screenings and services should be provided to students and their performance monitored. Schools should set explicit expectations for students and evaluate through the use of portfolios and work samples. Students could be turned into researchers to determine what works best in their schools.

School Boards

Data management and decision-making: School board members stressed the importance of parental involvement in the schools. Academic performance and attendance can be improved if parents are involved. Home visits by school personnel are also advantageous to student performance.

School board members expressed concern over how to handle drug and methamphetamine problems in their schools. Drug use is symptomatic of economic dysfunction. Boards would like a presentation on how to address drug problems. Student profiles should be developed with information such as attendance, disciplinary actions, drug problems, etc.

School boards need to hire qualified American Indian teachers. Boards should also provide opportunities for Indian teachers in their districts to become administrators.

Policy development and adherence: Trustees are responsible for developing policy. American Indian trustees need to consider a cultural component in all of their policies and responsibilities. Trustees must also be very familiar with all of the district's policies. Time management is important in schools. Some board members recommended the use of 90-minute instructional blocks. Teachers need training on how to use large blocks of time.

Some tribes have a mandatory school attendance policy that is enforced by the tribe. They usually require school attendance until age 18. Questions arose over the ability to enforce this policy on non-Indian students. There were also questions about the ability to enforce tribal court decisions in public schools. Both tribes and school districts need answers. Some trustees felt that parents should be held responsible for their students' attendance.

Board/superintendent relationship: A good relationship between the superintendent and the board is a necessity; so is the relationship between the superintendent and the board chair. Both the superintendent and the board need to respect each other's role. School boards need to develop three or four goals that focus on the students and then concentrate on those goals. A school board needs to ensure that the district superintendent is in agreement with the board's goals. The board needs to keep individual trustees from straying into areas that are not their concern or responsibility. There is a fine line between what trustees can and cannot do. Trustees must also understand that they cannot take action at a meeting at which there is not a quorum of trustees present. What trustees can and must do is empower their staff and their students to achieve.

Communication between the superintendent and the school board is also important. Each side should make a commitment to honestly communicate with one another. The board and the superintendent should meet before the school year begins in order to discuss how each will conduct themselves during the school year. In addition to regular school board meetings, work sessions should be held in which student achievement and fiscal data is shared and discussed. The tone for every meeting between the board and the superintendent should be positive and strong.

Trustees need to be on top of what is happening in the school district. They are also responsible for making sure that the district's curriculum is being taught in the schools. They will have to rely on the superintendent to keep them informed. This is another reason for maintaining a good relationship with the superintendent.

Communicating with the community and tribal councils: A school board needs to keep both the community and the tribal council aware of what is happening in the schools and what the board is doing to improve student achievement. School district fiscal data should also be shared with the tribal council. The school board should meet with the tribal council at least two or three times a year. The superintendent should be on the tribal council's agenda on a regular basis. The school district and the tribal council should try to align their policies on school attendance. Tribes should not hire students who drop out of school, doing so deemphasizes the importance of a high school diploma.

Fiscal oversight: School board members need training in school budgeting and grants management. OPI offers this training every year, and trustees should be able to avail themselves of it. Some board members expressed a desire for a fiscal “cheat sheet” to help them maneuver through the maze of school budgeting. One thing that would help trustees would be to know the budget category codes used by the Office of Budget and Program Planning.

The superintendent and the district clerk or business manager need to work together to ensure that the school board gets accurate and up-to-date fiscal information. School boards are accountable for school expenditures. There should be regular reports to the school board by the clerk or business manager.

Within each of the three job-alike groups, Chris Lohse discussed the use of data to drive decision-making and reform efforts with the principals, superintendents, and school board members. With principals, he talked about the use of good logic models with principals defining their goals for the school and then determining ways to analyze goal attainment. For instance, if a principal’s goal was to increase student attendance, there would be a need for attendance data by teacher and by class period. If the data revealed a problem, such as poor attendance in classes after lunch, it might make sense to target resources to ensure that door monitors are on hand during the lunch hour or to revisit open-campus policies. In either instance, however, the data is driving the decision-making process rather than just vague intuitions or hunches about what may be happening in schools.

The data allow for different conversations focused on solutions rather than simply defining the problem or arguing over whether one exists. When asking a superintendent for his or her support of a policy, the principal should clearly link the policy to the accumulated findings of fact. Superintendents should communicate with their boards of trustees in a similar fashion and vice versa.

In the conversations with each group, Mr. Lohse emphasized the importance of differentiated levels of data richness. School board members should not become overly controlling or interested in the day-to-day operations of schools and should thus avoid looking at data in that way. Instead, the board should help set broad, over-arching

goals, such as increased graduation rates or greater consistence between grades and scores on assessments. Data should be presented to the board relative to those discrete, manageable sets of goals. Boards should not inspect individual classroom performance, except in limited cases, for fear of micromanaging and dishonoring the professionalism of teachers in schools.

Principals, at the other extreme, should be routinely collecting data on a number of important instructional goals. Where teachers are failing to accelerate achievement for children, diagnostic teaching assessments can be deployed to help identify areas for personalized professional development, including pairing with mentors who have strengths in identified problem areas.

VISIONING AND COMMITMENT TO NEXT STEPS IN DISTRICT TEAMS

Individual school district teams met to discuss what steps they would take next to improve student achievement in their districts. Following the individual district discussions, the districts gathered by reservation area to discuss mutual concerns and ways to share information and resources. The school districts then reported back to the entire Conference.

The three questions presented to each district were:

- 1) Based on the data you received, what are the two areas you should focus on?
- 2) What actions will you take?
- 3) From the whole group discussion, what promising practices will you explore?

Hardin

Hardin School District identified attendance and parental responsibility and involvement as the two areas on which to focus. Hardin plans to use available data to propose new policies or revisions to existing policies to its school board. Hardin would also like to hold a summit with other school districts in its area. Hardin wants to embed American Indian studies into its curriculum to provide students with the opportunity to compare and contrast cultures. Hardin wants to implement the PASS program in all of its schools. It also wants to find other programs that will increase parental involvement in its schools.

Poplar, Frazer, and Brockton

Poplar, Frazer, and Brockton reported together. The districts want to use data to develop programs to improve student achievement. They also want to make sure the data is used in an effective and timely fashion. It is also important to educate the school board on how to interpret and use the data. Communication with parents is very

important; Poplar wants to look at the PASS program. An alliance of school districts on the Fort Peck Reservation would be advantageous to all of the districts. Poplar would like to see the MontCAS results computerized so schools could get the information back more quickly.

Rocky Boy and Box Elder

Rocky Boy and Box Elder reported together. Reading and math are the areas on which both districts want to focus. Attendance is also a concern in both districts. Rocky Boy wants to revamp its summer program to help students retain information from year to year. Tribal council and parental involvement in the schools are necessary to help students achieve. Both districts want to take a closer look at their current math programs as well as look at what other districts have done to increase their math scores. Principals in both districts want to look closely at the time spent on instruction in their schools. Concern was expressed over the time taken away from the instructional day for athletics.

Browning and Heart Butte

Browning and Heart Butte reported together. Communication and the dissemination of data are vitally important, but the data needs to be provided to districts in a more timely manner. There is a mindset on the Reservation that education is not necessary because government assistance is available. Districts need to communicate the relevancy of school and show how education is tied to job opportunities. The districts need to get the Blackfeet Tribal Business Council to see the relevancy of education. The Tribal Business Council needs to put restrictions on job qualifications. Currently, tribal members can work at good paying jobs at the newly-opened casino without a high school diploma. This undermines the districts' attempts to impress upon students the importance of staying in school. The districts would like to work with local employers to determine what the job needs are on the Blackfeet Reservation and what education is necessary to get those jobs. An annual meeting with employers that students also attend will help make the connection between education and good-paying jobs.

OPI needs to be more proactive in promoting what is good with Indian schools. The districts need to unify their K-12 curriculums. We can't have different reading programs at different grade levels. It is important for district superintendents to regularly report to the Tribal Business Committee on school issues.

Lame Deer

School data needs to be shared with the school board, with the community, and with school personnel. There should be quarterly meetings between the school board and the Northern Cheyenne Tribal Council. The district superintendent should attend Tribal Council meetings.

Staff retention and classroom management are important issues for Lame Deer. Improving the school environment will help. Lame Deer would like to meet with school districts on the Crow Reservation to address the problem of how American Indian students are treated. Indian students are treated differently from non-Indian students; all Indian students are painted with the same broad brush.

Lodge Grass, Wyola, and Pryor

The school districts on the Crow Reservation reported together. Districts need to focus on teachers. If you want improved student achievement, you can't have weak teachers. Superintendents need to be more proactive in working with teachers. The Reading First program has been very successful in K-3; it needs to be expanded to other grades. Districts would like to use the same approach with math by hiring math coaches in the schools. The districts would like to implement the Montana Behavioral Initiative to address problems with student behavior. They would also like to look at the PASS program for increasing parental involvement in the schools. There needs to be greater collaboration between the school board and the district administration. Professional development needs to be tied to the district's strategic plan.

Students do not know how to take tests. Teachers need to work with them on how to take tests. It would be very helpful to students if the test release items from the previous year's test could be used by districts to help students prepare for the tests.

Wyola

The Wyola School District also reported separately. Some of Wyola's students are going to Wyoming for high school instead of to Lodge Grass. The district needs to encourage its students to enroll in Lodge Grass High School. The district needs to communicate with students and parents the importance of attending and staying in school. Students need to be involved in school committees, so they can have a say in how their schools are operated. Teachers need to concentrate on test preparation with their students. Wyola recommended that districts look at the instructional materials prepared by the National American Indian, Alaskan, and Hawaiian Educational Development Center.

Harlem and Hays-Lodge Pole

Poor math and reading scores are a major concern for the school districts serving the Fort Belknap Reservation. Poor attendance negatively impacts these scores. Harlem has implemented a student tracking system that, hopefully, will help improve student attendance. Teacher attendance is also a problem that is being addressed by the districts. Improvement will come if there is parental, community, and tribal involvement in the schools. Everyone has a role to play. Preschool programs are also vitally important. Up until age 22 months, there are no differences between Indian and non-Indian children. After that age, the achievement gap begins.

FINAL REMARKS

Bud Williams and Ivan Small offered some final remarks as the Conference came to a close. In listening to all of the various discussions during the Conference, some common issues emerged. Communication with parents is a problem all across Montana in all school districts. Communication with tribal councils is a new idea and a very important one. We need to promote American Indians to take leadership roles in school districts. It was very encouraging to hear that school districts on the various reservations want to meet and work together to improve the lives of all of their students.

Deputy Superintendent Williams and District Superintendent Small thanked everyone for attending and thanked OPI for all of its work in planning this conference.

The *Title I High Priority Schools Institute (Call to Greatness II)* will take place on Sunday, February 25 and Monday, February 26, 2007, at the Red Lion Colonial Inn in Helena. More information on the conference will be forthcoming as soon as plans are finalized.

EVALUATION OF THE CONFERENCE

The *Call to Greatness* Conference was given overwhelmingly high praise by the participants. People were particularly pleased with the opportunity to share information and experiences with other superintendents, principals, and school board members. High marks were also given to the information that was provided, especially Chris Lohse's presentation on Monday evening.

The major criticism of the Conference was lack of time. Participants wanted more time to work in small groups, more time to analyze the data, and more planning time for individual districts. Some participants would like to have seen more focus on actual problem-solving.

All in all, the Conference was very well received.

THANK-YOU

Many thanks go out to all of those who assisted in putting on this Conference, both behind the scenes and in front of the microphone, as well as those who attended and participated. A special thank-you is extended to Ivan Small, Superintendent of the Poplar School District, for his persistence in seeing the Conference come to fruition.

Presenters

Chris Lohse, Director of Policy Research and Federal Liaison, OPI
 Bud Williams, Deputy Superintendent, OPI
 Denise Juneau, Director of Indian Education, OPI
 Ivan Small, Superintendent of Poplar School District
 Nancy Coopersmith, Assistant Superintendent, OPI
 BJ Granbery, Administrator of Educational Opportunity and Equity Division, OPI

Facilitators

Mandy Smoker Broaddus, OPI
 Nancy Coleman, OPI
 Nancy Coopersmith, OPI
 Mike Jetty, OPI
 Dennis Roseleip, retired superintendent, OPI School Support Team Leader
 Denise Ulberg, OPI
 Bob Vogel, Montana School Boards Association
 Mike Waterman, OPI
 Bud Williams, OPI

Participants

<u>District Name</u>	<u>Superintendent</u>	<u>Board Chair</u>
Box Elder	Bob Heppner	
Brockton	Robert Smith	Rodney Burshia
Browning	Mary Johnson	Robert "Smokey" Doore, Stan Juneau, Brian Gallup
Frazer	Lynn Mavencamp	Bill Runsabove
Harlem	Neil Terhune	Charlie Kulbeck
Hardin		Michael Stops
Hays-Lodge Pole	Dwain Haggard	Hawkan Haakanson, Norma King
Heart Butte	Dick Richardson	
Lame Deer	Gary Scott	William Walksalong

Lodge Grass	Doug Woods	Leroy Not Afraid, Jim Demontiney
Poplar	Ivan Small	Kenneth Norgaard
Pryor	Luke Enemy Hunter	
Rocky Boy	Voyd St. Pierre	Debbie St. Pierre & Thelma Stanley

<u>School Name</u>	<u>Principal</u>
Browning Middle School	Roberta Kipp (Dean of Students)
Browning HS	Janet Guardipee
Napi 4-6 School (Browning)	Dianne Magee
Crow Agency School (Hardin)	Gene Grose
Frazer Elem	Marlene Harrell
Harlem HS	Terry Bolen
Hays HS	Norma King
Lame Deer Elem	Jill Henzie
Lame Deer 7-8	Verna Ivey
Lame Deer HS	Larry Ketchum
Lodge Grass Elem and 7-8	Kenneth Deputee
Lodge Grass HS	John Small
Lodge Grass 7-8	Wallace Leider
Lodge Pole 7-8	Amy Snow
Poplar 5-6 and 7-8	Diana Knudson
Poplar HS	Julanne Gauger
Pryor 7-8 and Plenty Coups HS	Jennifer Hickok
Wyola	Linda Pease

Additional Participants:

Harlem Elementary	Sally O'Leary
Heart Butte Elementary	Lori Falcon
Hardin Middle School	Don Gilbertson
Hardin Intermediate	Larry Johnson
Hardin Primary	Rocky Eggert
Poplar	Mike Birrer
Poplar K-4	Charles Cook

Partners:

Steve Meloy, Board of Public Education
 Peter Donovan, Certification Standards and Practices Advisory Council
 Linda Brannon, Impact Aid Schools
 Erik Burke, MEA-MFT
 Carol Juneau, Montana Indian Education Association
 Claudette Morton, Montana Small Schools Alliance
 Darrell Rud, School Administrators of Montana

OPI School Support Team Leaders:

Gwen Brott
Nancy Coleman
Pat Hodge
Dennis Roseleip
Fred Seidensticker
Jan Thompson

OPI:

Superintendent Linda McCulloch
Deputy Superintendent Bud Williams
Assistant Superintendent Nancy Coopersmith
Mandy Smoker Broaddus, Indian Education Achievement Specialist
Angie Collins, Indian Education Implementation Specialist
Joan Franke, Administrative Assistant, Division of Indian Education
BJ Granbery, Division Administrator of Educational Opportunities and Equity
Lynn Hinch, Assistant Division Administrator of Indian Education
Justine Jam, GEAR UP Specialist
Mike Jetty, Indian Education For All Specialist
Denise Juneau, Director of Indian Education
Chris Lohse, Director of Policy Research and Federal Liaison
Ron Lukenbill, Assistant Division Administrator of Educational Opportunities and Equity
Rebecca Phillips, Financial Specialist
Terry Teichrow, Title I Specialist
Denise Ulberg, Division Administrator of School Finance
Mike Waterman, Financial Specialist